DOCUMENT RESUME

ED 053 888 RE 003 776

TITLE	Model Programs: Reading. The Topeka Reading Clinic, Centers, and Services, Topeka, Kansas.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.
REPORT NO	OE-30032
PUB DATE	71
NOTE	34p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0783, $0.25)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Demonstration Programs, Elementary Grades, Inservice Teacher Education, Junior High Schools, Program Descriptions, Reading Achievement, *Reading Centers, *Reading Clinics, Reading Consultants, Reading Diagnosis, Reading Materials, *Reading Programs, *Remedial Reading Clinics

ABSTRACT

The Topeka Reading Clinic, Centers, and Services provides help for disabled readers in the Topeka, Kansas, elementary and junior high schools. The professional staff of the clinic diagnoses reading disabilities and designs remedial programs. The remedial reading teachers affiliated with the clinic offer reading classes in the schools for grade 4 through 9. The clinic gives inservice training to reading teachers in the schools in such skills as diagnosis, teaching techniques, choosing materials, and writing learning sequences. The clinic staff confers with classroom teachers on teaching disabled readers. Finally, the clinic has a large up-to-date library of materials for teaching reading. The 1968-69 evaluation of 715 students involved in the reading classes showed an average gain in reading level of 2.78 months per month in the program, as measured by the Standard Reading Inventory. In 1969-70, 845 students showed an average gain of 1.9 months per month in the program for grades 4, 5, and 6 and 2.3 months per month in the program for grades 7, 8, and 9, as measured by the Stanford Diagnostic Reading Test. (AL)

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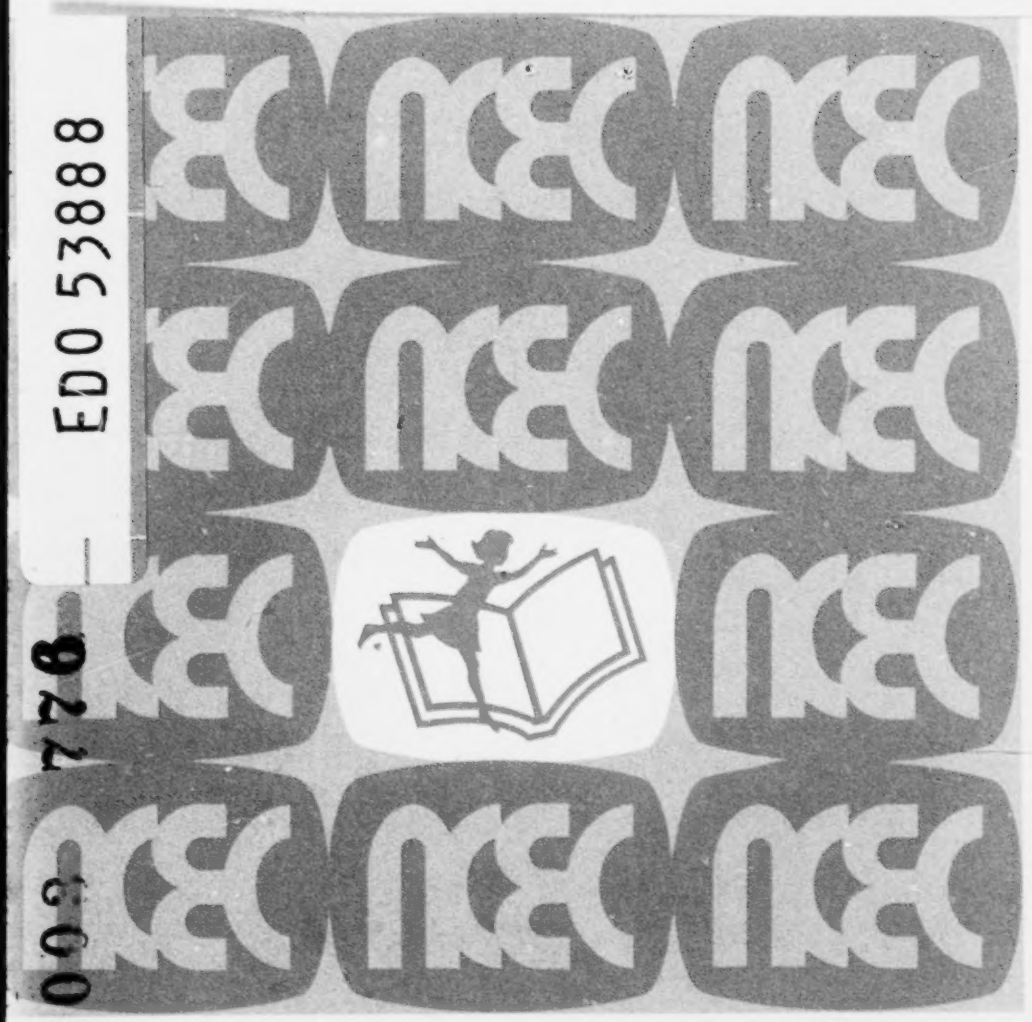

NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION

Model Programs

Reading

The Topeka Reading Clinic, Centers, and Services

Topeka, Kansas

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Model Programs

OE-30032

Reading

The Topeka Reading Clinic, Centers, and Services
Topeka, Kansas

A remedial reading program serving about 1,000 students in grades 4 through 9

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Superintendent of Documents Catalog No. HE 5.230:30032

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1971

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 25 cents
Stock Number 1780-0783

FOREWORD

New approaches to the teaching of reading are continually being developed to provide more effective learning opportunities for children who have inadequate reading skills. The Office of Education, through its National Center for Educational Communication, contracted with the American Institutes for Research, Palo Alto, Calif., to prepare short descriptive booklets on 10 of the promising reading programs operating in the Nation's schools.

Each booklet contains a wide range of information presented in standardized format, including a brief introduction to the program, the context or setting in which it operates, an indepth description, an evaluation based upon empirical data, sources of further information, and a bibliography.

Seven reading programs were included in the first *Model Programs--Childhood Education* series. Since these booklets had already been published, they were for this series. However will not be "lost" to the exemplary reading program here by title and OE numb able at 20 cents each fr of Documents, U.S. Govern Washington, D.C. 20402.

- Interdependent Learner Through Program, New Yo
- Responsive Environment Through Program, Goldsb
- DOVACK Reading Program, OE-20141.
- Corrective Reading Prog OE-20158.
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- Perceptual Development Natchez, Miss., OE-201
- Project PLAN, Parkersbu

FOREWORD

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booklets had already been published, they were not duplicated for this series. However, so that the seven will not be "lost" to those interested in exemplary reading programs, they are listed here by title and OE number. All are available at 20 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Interdependent Learner Model of a Follow Through Program, New York, N.Y., OE-20149.
- Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., OE-20139.
- DOVACK Reading Program, Monticello, Fla., OE-20141.
- Corrective Reading Program, Wichita, Kans., OE-20158.
- Exemplary Center for Reading Instruction, Salt Lake City, Utah, OE-20136.
- Perceptual Development Center Program, Natchez, Miss., OE-20142.
- Project PLAN, Parkersburg, W. Va., OE-20150.

INTRODUCTION

The Topeka Reading Clinic, Centers, and Services is composed of a diagnostic reading clinic and remedial reading teachers that serve the elementary and junior high schools in the Topeka School District. The purpose of the program is to improve the reading skills of disabled readers by:

- Providing a clinic where a professional staff diagnoses the reading problems of students with serious reading disabilities and designs remedial programs for these students
- Offering remedial reading classes to students in grades 4 through 9 in all Topeka elementary and junior high schools
- Providing inservice training for all project teachers
- Conferring with classroom teachers to try to increase their effectiveness in teaching the disabled reader
- Providing an exemplary library for use of all reading teachers and for demonstration purposes

The teachers in the program use a variety of approaches and materials based on the needs of each student. Basic word attack skills are stressed through the use of various linguistic materials. Emphasis is also placed on positive reinforcements and acceptance of the child by the teacher.

Context of Program

LOCALE Topeka, the State capital of Kansas, has a population of approximately 120,000. About 83 percent of the population is white, 12 percent black, and 5 percent other minorities. The reading program is designed to help poor readers and is not aimed at any particular minority group.

THE SCHOOL SYSTEM The Topeka Public School District serves about 26,000 students. There are 34 elementary schools (typically 350 students per school), 12 junior high schools, 3 senior high schools, and 2 special schools with an organizational pattern of K through 6, 7 through 9, and 10 through 12. The average teacher-pupil ratio is

I to 25 and the average class size is 30 students. The district spends about $598 per student per year.

The general financial status of the district is better than average, but it is faced with financial limitations. The District Board of Education demonstrated its support for the reading clinic by voting to finance the continuation of the program for 1970-71 using local funds.

Topeka has several other programs in progress such as Head Start and title I projects. Many of the same students are involved both in a title I summer maintenance of reading skills program and the Reading Clinic and Services.

HISTORICAL BACKGROUND

The Topeka Reading Clinic, Centers, and Services operated from 1966-69 under title III funds. Because of the success of the program, the local district agreed to finance the program for 1970-71 when title III funds ceased. Under title III funds the major focus of the program was on training reading specialists, and 54 teachers were involved in extensive inservice training while they participated in the program as reading teachers. Washburn University, in Topeka, offered credit to the reading teachers for work

done in the program and initiated a master's degree program with emphasis in reading. In 1970-71 the focus of the program shifted from teacher training to improving remedial reading instruction, and teachers who have already earned a master's degree with a reading specialty are implementing the program. Washburn University continues to cooperate with the clinic to offer a training program for reading specialists, but the responsibility for the teacher training is with the university rather than with the clinic.

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Program Description

SCOPE In 1970-71, 24 reading teachers provide special instruction in reading to about 1,000 students in grades 4 through 9. Each student has from 2 to 5 hours of instruction each week. Up to 50 of these students spend 2 weeks at the clinic for testing and evaluation. Most are reading 2 or more years below expected reading level and all have an IQ of at least 90.

CLINIC PERSONNEL

Director--a reading specialist; directs the clinic, supervises teachers, provides training for teachers, keeps abreast of research in reading, designs and encourages others to design research, and works with public and school officials to insure their support

Psychologist--M.A. in school psychology; administers tests and makes evaluations

Social Worker--M.A. in social work; deals with outside agencies and parents

Counselor--M.A. in elementary counseling; works primarily with parents, reading teachers, and classroom teachers rather than with the students

Clinic Teacher--B.A. required, M.A. preferred; must be an excellent teacher with teaching experience

Secretaries--two

INSTRUCTIONAL PERSONNEL FOR 1970-71

12 elementary teachers (who divide their time among two or three schools)

12 junior high teachers (one for each junior high school)

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Teachers with a master's degree and a specialty in reading applied for the program. Those to teach in the program were selected from within the district by the program director and the directors of elementary and secondary education for the district according to the following criteria: their ability to innovate, their ability to work well with classroom teachers, and their success as classroom teachers for 2 years.

6 **INSERVICE TRAINING FOR READING TEACHERS**

During 1970-71, the reading teachers meet for 2 hours each week with the other elementary or junior high reading teachers. The project director organizes and conducts the meetings. The groups discuss topics of interest to the teachers such as new materials, research findings, and how to work more closely with the classroom teachers.

Videotapes of microteaching are part of the training to enable the reading teachers to self-evaluate their teaching. During the first few weeks of school, each reading teacher is videotaped while presenting a short lesson (about 7 minutes) to several students whom she brings to the clinic. During the year she is videotaped twice at her school, once with advance notice and once without advance notice. After each session the teacher and the clinic

director discuss the videotape, and the director uses this information to make a formal evaluation.

TRAINING PROGRAM FOR READING SPECIALISTS

The program of study for the M.A. with a reading specialty is to be continued, but it will be handled by Washburn University rather than by the clinic, as it was from 1966-69. The clinic will continue to work closely with Washburn on the program; the program director will teach some classes, and a former clinic classroom teacher will supervise the teachers in the program. The group will be limited to 15 teachers who volunteer for the program. They will meet in class 2 hours per week and will have additional out-of-class work.

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COURSE OUTLINE FOR TRAINING PROGRAM

The following topics are covered in the teachers' training program:

1. Diagnosis--giving and evaluating a variety of instruments
2. Development of a sequence of reading skills

3. Psychological tests--what they are, not how to give them
4. Descriptive survey of learning disabilities, such as perceptual problems, and ways to look for clues that the child gives to identify these problems
5. Techniques for dealing with these problems
6. Survey of materials available
7. Writing up a learning sequence
8. Introduction to basic statistics
9. Practicum--writing up a specific case

The following is an example of a learning sequence that a teacher has prepared:

Learning Sequence for Silent Reading

Subject: An 11-year-old boy going into the seventh grade.

Global Goal: To bring silent reading rate up to 250 words per minute with 85 percent comprehension and maintain this level over a 2-week period and, hopefully, forever.

Minor Goal: To eliminate vocalizing. To bring his silent reading rate up to 170 words per minute with 95 percent comprehension. To have him maintain 170 wpm for 3 days and then increase his rate by 8 wpm each day.

Materials: Gates Peardon Series
Checkered Flag Series
Seventh Grade Social Studies Text

Reinforcement: Verbal praise, cokes, and chart

Task:
1. Each day I give Greg three timed readings.
2. As he reads the story, I time him and watch for vocalizing. He is told to stop after 1 minute.
3. At the end of each reading, we count the words and he is given immediate reinforcement.
4. I then ask him questions about the material to check his comprehension.
5. If the comprehension falls, I tell him to slow down a little.

FACILITIES

Two portable building units are used for the clinic. One is used for offices and work space for the clinic staff; the other is divided into two parts--a library and a classroom. Teachers can borrow instructional materials from the library to use with their students. The classroom is used by the clinic teacher to work with the students, who can be observed through a large one-way mirror.

Parents usually transport their children to the clinic. When this is not possible, a taxi is used at a cost of about $12 to $15 per student for the 2-week period.

The physical condition of the schools involved in the program ranges from very good to poor. At each school the reading teacher is flexible in adapting whatever space is available to meet her needs. An ideal facility is a room about half the size of a regular classroom that is in a quiet place so that students are not too distracted. But teachers have adjusted to less than ideal conditions, especially in the beginning of the program when some schools did not reserve adequate space for the reading classes. Some teachers used teacher conference rooms, shared a nursing station, or used a section of a basement.

Each school equips its reading room with the following equipment: desks, a table, a storage place with a lock, a bulletin board, and a chalkboard.

CLINIC

The clinic portable building units serve as headquarters for the Reading Clinic, Centers, and Services. The clinic's primary function is to diagnose the reading problems of students sent to the clinic by the remedial reading teachers. About five students are at the clinic at any one time, and up to 50 students come to the clinic during a school year.

For a child to visit the clinic, first a reading teacher fills out a school form and discusses the referral with the child's teacher and principal. The reading teacher then sends the form to the clinic, and the director of the clinic studies the referral and decides if and when the child should visit the clinic. When the child has been scheduled to visit the clinic, his parents are contacted and requested to come with the child on the first day when either the psychologist or counselor talks with them.

The student spends the morning of the first day at the clinic in the clinic classroom to adjust to the new situation. He

continues to attend the clinic until testing is complete, which may be 10 days or more. Intelligence, aptitude, psychological, interest, and reading tests such as the following are given to most of the students in the clinic: Wechsler Intelligence Scale for Children, Bender-Gestalt Test (Koppitz scoring criteria), Informal School Situation Test (Projective), Draw-A-Person (Informal), Stanford Diagnostic Reading Test, Peabody Picture Vocabulary Test, Gates McKillop Diagnostic Reading Test, Durrell Diagnostic Reading Test, Wide Range Achievement Test, Test of Lateral Dominance, Articulation Examination, Master Ortho-Rater Examination (eyes), Frostig Test of Visual Perception, Maico Audiometer (ears), and portions of other appropriate tests.

After the testing and evaluation are complete, a report is written which includes a description of the student, a psychological evaluation, and recommendations to the reading teacher and to the school. The reports are followed up with a meeting of the school and the clinic staff involved with the student to explain the report and help implement the suggested corrective procedures.

REMEDIAL READING CLASSES

The second component of the program is the remedial reading services offered at the elementary and junior high schools.

Twelve elementary reading teachers divide their time among the 34 elementary schools. Most of the teachers spend five mornings at one school, three afternoons at a second school, and two afternoons at a third school. Each day the teachers work with six groups of children, spending about an hour with each group. A maximum of five students is allowed in each group. In all, about 500 students in grades 4 through 6 receive 2 or 3 hours of remedial instruction per week.

Each of the 12 junior high schools also has a reading teacher. The junior high school reading teacher works with five groups of students each day, spending about 50 minutes with each group. Up to 12 students are allowed in each junior high school group. Each day approximately 500 junior high students in grades 7 through 9 receive 1 hour of instruction in reading.

STUDENT PARTICIPANTS

About 72 percent of the students are white, 2 percent black, and 7 percent Spanish or other minority. English is a second language for only about 1 percent of the students. About 70 percent of the students are from low-income families and about 30 percent from middle- or upper-income families. Two-thirds of the students are boys; one-third are girls. Almost all of the students

attended kindergarten, and about 25 percent attended a nursery school. Many of the students have some type of emotional problem, such as being hyperactive or easily distracted, or have an unstable home life. The clinic refers students with serious problems to other agencies.

In the spring classroom teachers recommend students for the program on the bases of IQ, score in reading on the Iowa Test, and performance. Teachers can also recommend students in the fall. The teachers use scores on the California Test of Mental Maturity in the following formula:

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Grade (years and months) in school × IQ = Expectancy Level

A minimum IQ of 90 is required. Students with a discrepancy of 2 or more years between their expected level and their reading level on the Iowa Test are selected first. Other students may be included in the program to fill the classes.

About 50 students spend 2 weeks at the clinic each year. Students are recommended by their reading teacher with the approval of their classroom teacher, principal, and parents. The director of the clinic decides which students to take first and in what order they will come to the clinic.

ACTIVITIES

The reading teachers use a diagnostic, prescriptive approach. After the learning disabilities of a student have been identified by the use of diagnostic tests, the reading teacher develops a sequence for the student based on his individual needs. Teachers are encouraged to try a variety of approaches and to use the one that meets the needs of the individual student.

In a typical remedial reading class the teacher might start with a group activity for one-third of the time and then give students individual assignments. For all sessions the teacher plans each student's activities carefully and keeps track of his progress. Although no one approach is used, there is emphasis on basic word attack skills through the use of various phonic or linguistic materials. Acceptance of the child by the teacher is also stressed.

Finding ways to motivate students is a major concern of the program. The rewards used depend on the teacher. Most students are rewarded by success experiences, but for some students teachers search for other sources of motivation such as praise, a point system, punishment, or money. Teachers then use the reward systematically, attempting to work with parents in this area.

MATERIALS AND EQUIPMENT

The clinic library has an extensive collection of up-to-date materials. Teachers can borrow materials from the library, and they also have a set of materials to keep throughout the year.

The materials most widely used at the elementary level are the SRA Laboratories, the McGraw-Hill *New Practice Readers*, Barnell Loft *Specific Skill Series*, Gates and Peardon Reading Exercises, the Language Master, the EDL Listen and Think tapes, and books of high interest and low vocabulary, such as the Benefic Press Dan Frontier Series or the Jim Forest Readers, Field Educational Publications. Phonics skill texts, Sullivan's Programmed Reading Series, and various reading textbooks are also used by teachers in planning programs for the students. At the junior high level the Grolier Educational System Reading Attainment System Kit (Intermediate), the Macmillan Reading Spectrum, SRA Laboratories, and books of high interest and low vocabulary are most popular.

Each elementary teacher has a Flash X, an overhead projector, a tape recorder, and a Language Master. Junior high teachers have an EDL controlled reader, an overhead projector, a tape recorder, and a tachistoscope. All teachers also have access to an Aud-X (EDL), SRA Reading Accelerators, overhead transparencies, and recordings appropriate for the levels being taught.

FUTURE PLANS

Future goals of the program include:

- Improving the evaluation design
- Improving communication between reading teachers and classroom teachers
- Having workshops with the principals and clinic staff to discuss the program
- Hiring another clinic staff member to serve as a link between the clinic and the reading teachers and to improve communication with classroom teachers and principals
- Establishing developmental reading classes in the junior high schools in addition to the remedial classes
- Expanding the program to lower grades

BUDGET

Beginning in 1970-71 the entire program is funded by the Topeka School District. The budget for the program is about $230,000 per year. Not included in this figure are indirect costs which are absorbed by the district, such as expenditures for classroom space, classroom furniture, and maintenance of the physical plant (custodial services, utilities, etc.). In 1969-70 the approximate

yearly cost of the program, including only the direct costs, was $240 per student in the remedial reading program and $1,175 per student who attended the clinic. The per-pupil costs should be lower in 1970-71 since the teachers have already been trained and will spend more time working with students.

COSTS The following expenses would be incurred by a school district in establishing a similar program:

- Space at the schools--one-half to one full classroom-size room at each school
- Space at the clinic--equivalent in space to two full classroom-size rooms
- Office furniture and equipment
- Materials and equipment--the cost of materials to replicate the program would vary according to the size and the purpose of the program
- Consultants and planning staff

Expenses incurred to sustain a program include:

- Salaries for clinic staff and reading teachers account for almost all the expense. Reading teachers receive $300 extra per year as reading specialists, and elementary reading teachers receive an additional $200 per year for travel.
- Materials, equipment, office supplies, etc., cost about $3,000 per year.
- Consultants--a decreasing amount is needed each year for consultants:

1967-68	$1,800 for 9 consultants
1968-69	800 for 4 consultants
1969-70	400 for 2 consultants

- About $300 per year is spent on taxi service for students who have no other means of getting to the clinic.

EVALUATION

The evaluation results include only those students who have been in the program for a full year and who have completed a pretest and posttest. Excluded are the scores of students who have moved before the end of the year, those who improved enough not to require special instruction for the entire year, and those who had a test score missing. Generally the evaluation includes the test scores of two-thirds of the students who participated in the program during the year.

Some students participate in the program for more than 1 year. About one-third of the students participate a second year, and one-half of these students return for a third year. It was found that some made little progress the first or even second year, but jumped ahead in reading ability during the third year.

MEASURING CHANGES

Pretests and posttests have been administered over the last 3 years. In 1967-68 an Informal Reading Inventory was used consisting of selections from various graded reading texts; in 1968-69

the Standard Reading Inventory was used; and the Stanford Diagnostic Reading Test was given in 1969-70. The Iowa Test of Basic Skills was also given to all of the elementary students as part of the district's testing program.

Many other tests are given to students at the clinic, and a complete folder is kept of the test results for each student. These test scores, however, are primarily for diagnostic purposes and not for program evaluation.

PRESENTING DATA

In 1968-69, with 715 students participating in the program, the Standard Reading Inventory by Robert A. McCracken. published by Pioneer Printing Company in Bellingham, Wash., was used for pretesting and posttesting. Chart I below shows the improvement made by students in the remedial reading program. Separate means are given for boys and girls at each grade level. The scores on the chart are mean grade levels except for the last column which shows the mean monthly growth made for students during the 7 months in the program.

Chart I

Grade	Sex	Pretest Level I (Grade Level)	Posttest Level II (Grade Level)	Gain (Years)	Average gain per month in program (months)
4	M	2.0	3.8	1.8	2.57
	F	2.3	4.0	1.7	2.42
5	M	2.16	3.81	1.65	2.35
	F	3.0	4.71	1.71	2.44
6	M	3.5	5.4	1.9	2.71
	F	3.4	5.3	1.9	2.71
7	M	3.6	5.7	2.1	3.0
	F	4.1	5.6	1.5	2.14
8	M	4.4	6.2	1.8	2.57
	F	4.9	6.5	1.6	2.28
9	M	4.0	5.6	1.6	2.28
	F	4.7	8.9	4.2	6.0
AVERAGE		3.51	5.41	1.91	2.78

In 1969-70, with 845 students participating in the program, the Stanford Diagnostic Reading Test, published by Harcourt, Brace & World, was administered. Level I was given to elementary grade students and Level II to junior high students. In addition, test scores on the Iowa Basic Skills test in reading were available for elementary grade students. The test scores are reported in charts II and III below. The scores in the charts are mean grade levels except for the months growth, which shows the mean monthly growth made for students during the 7 months while in the program.

Chart II

Grade	Number	Test	Form W (years)	Form X (years)	Gain (years)	Average gain per month in program (months)
4	111	Iowa	2.6	3.5	.9	1.3
		Stanford	2.2	3.4	1.2	1.7
5	169	Iowa	3.4	4.6	1.2	1.7
		Stanford	2.8	4.1	1.3	1.8
6	158	Iowa	4.2	5.2	1.0	1.4
		Stanford	3.6	5.2	1.6	2.3

Chart III

Grade	Number	Test	Gain (years)	Average gains per month in program (months)
7	115	Stanford	1.7	2.4
8	81	Stanford	1.5	2.1
9	40	Stanford	1.6	2.3

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For Further Information

For additional information on the program, contact:

Mr. Eldon L. Storer
Director of Topeka Reading Clinic, Centers, and Services
1501 Buchanan Street
Topeka, Kansas 66604
(913) 357-0351

A description of the program is available in a short mimeographed booklet, "Topeka Reading Clinic, Centers, and Services," which is available from the director, free on request.

Visits can also be arranged through the director. The clinic would prefer 2 weeks' notice with several choices of dates. The director can adjust the format and emphasis of the visit to the needs and interests of the visitors. Visitors can see videotapes at the clinic and can observe the clinic classroom through a one-way mirror.

Topeka is connected by turnpike to Kansas City. It takes about an hour to drive between the two cities. It is also possible to fly into Topeka. There are many modern motels in the Topeka area.

GPO : 1971 O - 436-155

MODEL PROGRAMS--Reading Series

Ten promising reading programs are included in this series. Follo
of these programs, their location, and a short descriptive state

- Summer Remedial and Enrichment Program, Thomasville, Ga.
  An 8-week program of individualized and small group instruction with an emphasis on improved reading skills.

- Programed Tutorial Reading Project, Indianapolis, Ind.
  A program using paraprofessionals to individually tutor disadvantaged children in reading.

- Summer Junior High Schools, New York, N.Y.
  An intensive summer remedial program which fosters reading growth for junior high school students.

- Topeka Reading Clinic, Centers, and Services, Topeka, Kans.
  A remedial reading program serving about 1,000 students in grades 4 through 9.

- Bloom Twp. High School Reading Program, Chicago Heights, Ill.
  A high school reading program to help poor readers through individualty prescribed study in specific content areas.

- Intensive Reading Ins
  A team approach p
  struction to disa

- Elementary Reading Ce
  Centers which pro
  instruction for e
  and reading resou

- School-Within-A-Schoo
  A program for low
  grade students to
  reading skills an
  attitudes toward

- Remedial Reading Prog
  A small-group re
  for Mexican-Ameri

- Yuba County Reading-
  A two-part progra
  teacher training
  skills.

Seven programs included in the first *Model Program* series--on childhood educatio
promising reading programs. These are the Interdependent Learner Model of a Fol
N.Y., Responsive Environment Model of a Follow Through Program, Goldsboro, N.C.,
Monticello, Fla.; Corrective Reading Program, Wichita, Kans.; Exemplary Center fo
Salt Lake City, Utah; Perceptual Development Center Program, Natchez, Miss.; and

MODEL PROGRAMS--Reading Series

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ment Program, Thomasville, Ga.
individualized and
on with an emphasis
kills.

Project, Indianapolis, Ind.
rofessionals to individ-
aged children in reading.

, New York, N.Y.
emedial program
growth for
udents.

ters, and Services, Topeka, Kans.
ogram serving about
des 4 through 9.

ding Program, Chicago Heights, Ill.
program to help poor readers
prescribed study in specific

- Intensive Reading Instructional Teams, Hartford, Conn.
  A team approach providing intensive reading instruction to disadvantaged first-grade children.
- Elementary Reading Centers, Milwaukee, Wis.
  Centers which provide remedial reading instruction for elementary school children and reading resources services for teachers.
- School-Within-A-School, Keokuk, Iowa
  A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school.
- Remedial Reading Program, Pojoaque, N.M.
  A small-group remedial reading program for Mexican-American and Indian children.
- Yuba County Reading-Learning Center, Marysville, Calif.
  A two-part program of clinic instruction and teacher training to improve children's reading skills.

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